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Authenticity, consistency, and dramatic intensity, then, can scarcely be granted to Mr. Mackaye's tragedy; but it does possess many passages of strength and fineness. The atmosphere of the setting, the cadence of the sea, and the gloom of the drifting fog, are sensible throughout. And the fundamental conflict between Poseidon and Aphrodite is impressively indicated. Sappho's contrast between man's love and woman's, her praise of poetry, and her final address to Poseidon and to Aphrodite are all memorable.

This last speech deserves quotation, both as the one unquestionably dramatic passage of the tragedy, and also as indicating the mastery of diction and metre to which its lines not infrequently attain.

God of the generations, pain, and death,
I bow to thee. Not for love's sake is love's
Fierce happiness, but for the after-race.
Yet....., why must we
Rapturous beings of the spray and storm
That chanting, beat our hearts against thy shores
Of aspiration—ebb? ebb and return
Into the songless deep? are we no more
Than foam upon thy garment?

Another wave has broken at your feet
And, moaning, wanes into oblivion.
But not its radiance. That flashes back
Into the morning, and shall flame again
Over a myriad waves. That flame am I,
Nor thou, Poseidon, shalt extinguish me.
My spirit is thy changeling, and returns
To her, who glows beyond the stars of birth—
To her, who is herself Time's passion star.

If, however, it be deduced from the foregoing that Mr. Mackaye's work, when tested by the severest ideals, appears not so much dramatic as narrative, reflective and idyllic, it must be remembered that he has proposed for himself the most difficult of all poetic tasks, and one in which even partial success is a distinction. To select rightly from an infinite richness of material in a time when the literary atmosphere is yet but partially dramatic, to combine capability for powerful emotion with clarity of vision and a knowledge of the outer world, to be both plastic to his theme and in command of it, both ardent and deliberate, creative and critical, to master both character and action, atmosphere and detail, to possess both power of construction and of utterance, to meet the requirements both of poetry and of truth, of the actor and the public—these are but a few of the impossible things to which a dramatic poet must attain.

As it is, Mr. Mackaye has already, young as he is, made four contributions to American poetic drama, worthy to be ranked with those of its masters, Longfellow, George Henry Boker, Bayard Taylor, and Richard Hovey. And Sappho and Phaon indicates an advance in coherence and clarity over Jeanne D'Arc, as that did in scope over Fenris, the

Wolf, and as that did in power over *The Canterbury Tales*. And in each case, Mr. Mackaye's choice of subject has given his work a freshness, and his gifts of diction and metre have given it a power and beauty seldom shown by the work of any of his American contemporaries.

TEACHERS COLLEGE

CLYDE FURST

CLASSICAL CONFERENCE AT SYRACUSE

Syracuse did herself proud in her hospitable treatment of the strangers within her gates on the occasion of the meeting of the New York State Teachers' Association during the late holiday recess. A much appreciated form of attention was the provision by the Chamber of Commerce of a large number of books of street-car tickets, thus encouraging the visitors to visit the new University stadium and other points of interest. The meeting was largely attended and was in the highest degree successful.

It is probable that the most profitable feature of the gathering was the meeting of the several department conferences, which occupied all of Friday, December 27. The Classical Association had two largely attended sessions on that day, occupying between five and six hours in the aggregate, a palpable advantage over the recent classical conference in the City College uncomfortably jammed into a single hour at the close of a long day's session.

It is a regrettable fact that from its very nature the most attractive feature of the Classical Conference program can receive only a brief passing notice. Reference is here made to the illustrated lecture by Prof. Edgar A. Emens of Syracuse University on the Pre-Persian Sculptures of the Acropolis. Like many other instructors of our up-to-date institutions of higher learning, Prof. Emens believes in the efficacy of a good stereopticon with carefully selected and prepared slides as an instrument of instruction, and he has made so excellent use of his opportunities for travel in Greece that he justly deserves to be ranked as an authority of distinction in the field of Grecian antiquities, though his natural modesty would doubtless forbid his making such a claim for himself. It is to be hoped that Prof. Emens may have an early opportunity of producing the same lecture in the metropolis, affording all classical teachers of the Greater City an entertainment of high cultural value.

Without the instructive charts with which was fortified the discussion of Comparative Grammar in Secondary Schools, it is impossible to do justice to the able paper by Mr. John P. MacHarg of the Greek Department of the Auburn High School. Holding that modern language students without a preliminary training in the Latin should be kept apart from those enjoying this great advantage, Mr. MacHarg said in part:

To lessen grammar study and the time devoted to it, without decreasing the value of such training, is an end which may be approached by the use of uniform terminology and the adoption by all the teachers of a school of simple classifications or analyses of the various features of grammar.

Such definite analysis of grammar helps the student and good tables are to be found in many grammars, especially those of Latin and Greek. They are not, however, uniform and students are continually confused by the different terms for the same thing which their several instructors employ. . . . Helpful analogies between grammatical constructions may continually be pointed out, and the German instructor errs who fails to build upon the definite grammatical ideas which his student who knows Latin possesses. In teaching forms of inflection uniformity in arrangement should be required. The names of moods may well be written at the top of the paradigm, with names of tenses on the left hand side. In teaching grammar or anything else it should be remembered that the thing which can be seen is the thing most easily learned.

Passing on to case relations in syntax, Mr. MacHarg gave simple tables affording an adequate classification for both the Classics and modern languages, emphasizing the thought that uniformity among the teachers of a school in the use of tables and terminology is the essential thing.

In the afternoon session, Professor Edward Fitch, of Hamilton College, discussed Some Points of Emphasis in College Preparatory Greek. Assuming as a practical rule "a maximum of forms and a minimum of syntax", Professor Fitch held that the present position of Greek emphasizes the importance of fixing upon the essentials of the language and teaching those. Mark the points of confusion and strengthen the defences by constant attention. Something can be done toward correcting looseness and vagueness in the knowledge of Greek forms by the use of analysis. The ability to analyze is of great value in connection with the study of Homer; a good example of such an analysis is seen in the Selected Groups of Words in Seymour's School Iliad.

"The ability which we seek to develop," he concluded, "is the ability to read Greek. . . . If we would read Greek with freedom, let us not hold back from that protracted, intensive and thorough work which the mastery of the language demands".

Educational Aims in Elementary Latin was the topic of the paper presented by Mr. W. A. Jenner of the Boys High School, Brooklyn, and discussed by Mr. Terry of Casenovia Seminary. After concluding that the growth in favor of Latin and the collapse of the culturally superior language, Greek, justified the inference that Latin to-day is studied for its disciplinary rather than for its cultural value, Mr. Jenner said in substance:

We must not disregard the importance of Latin as an instrument for the improvement of the ver-

acular; and in pursuance of this aim, we cannot afford to tolerate even in the first year's work the use of lame English in translation. In this regard as in others, we must keep in mind the rights and interests of the pupil who cannot and should not be expected to study Latin more than one year. For him First Year Latin must be made of value *per se* and must not be regarded as wasted effort. With proper teaching, he can and should be made to feel that he is getting something of immediate worth in the way of habits of systematic study, of concentrated and sustained attention with the resulting intellectual acuteness.

In considering what we call special aims, we must attempt to do something towards solving the problem of lessening the mortality in the first year. Secondary school teachers are fond of charging up their butchery of beginners to the elementary school, particularly to the deficient ground work in English grammar. With the prevalent notion that we Latin teachers cannot reasonably be expected to teach English Grammar, the writer sharply differs. As a subject of pure mental discipline of an introspective nature, English grammar cannot be effectively taught in the primary school, but can and should be effectively taught through the medium of Latin. Less instead of more formal grammar will in the future be taught in the primary schools and we must cease to lean upon it for support in the pursuit of elementary Latin.

Of ideas in the mental content of the beginner of far greater agglutinative value are the apperception masses of geographical and historical content. Upon these rather than on grammatical ideas must we depend for interest and apperception. Textbooks whose Latin-English sentences are of the *puella-pulchra-est-in-magno-horto* type will not answer this purpose. In order successfully to appeal to geographical and historical ideas before such notions lose their freshness and potency we must contrive to bring the beginner into almost immediate contact with Caesar as Caesar wrote it. The right sort of introductory book will make this possible after ten or twelve lessons and enlist the active interest of the pupil in the study of the Helvetian war before all his initial enthusiasm has been crushed out by a long preliminary grinding process. It is not intended in the first year to teach Roman history or geography but to resort to these solely for the purpose of maintaining interest and promoting apperception.

By narrowly confining the acquisition of vocabulary and forms to those occurring most frequently in the first 20 chapters the entire Helvetian war may be decently covered in the first year's work and the pupil will have thus completed a task whose value he can understand. The successful accomplishment of this plan will necessitate attention to two special aims the neglect of which is largely responsible for the present butchery of beginners. First the work of each day must be made definite so that as in mathematics the pupil may be sure that he knows his lesson and will get credit for knowing it. Secondly, a very considerable portion of the class period must be given to the preparation with the teacher's assistance of the next day's lesson. Herein we shall properly be imitating the methods of the primary school, whose teachers are guided by a professional training rarely shared by the teachers of the secondary schools.

BOYS HIGH SCHOOL, BROOKLYN

W. A. JENNER